

## CHERRYVALE ELEMENTARY

1420 Furman Dr.  
Sumter, SC 29154

**GRADES** PK-5 Elementary School

**ENROLLMENT** 401 Students

**PRINCIPAL** Delores E. Ardis

803-494-8200

**SUPERINTENDENT** J. Frank Baker

803-469-6900

**BOARD CHAIR** James Giffin

803-481-2147

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

3

9

61

43

3

#### IMPROVEMENT RATING:

**GOOD**

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

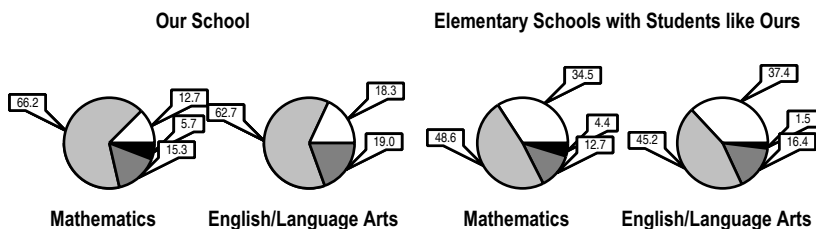
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




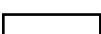
[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)

[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Average	Excellent	N/A
2002	Average	Average	N/A
2003	Good	Good	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	28	42	22
Percent satisfied with learning environment	88.9%	85.7%	95.2%
Percent satisfied with social and physical environment	88.5%	87.8%	70.0%
Percent satisfied with home-school relations	48.1%	90.0%	90.9%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	182	97.8	18.3	62.7	19.0	N/A	19.0	17.6
Gender								
Male	99	97.0	19.8	69.1	11.1	N/A	11.1	17.6
Female	83	98.8	16.7	55.6	27.8	N/A	27.8	17.6
Racial/Ethnic Group								
White	56	96.4	16.3	63.3	20.4	N/A	20.4	17.6
African-American	120	98.3	19.0	64.0	17.0	N/A	17.0	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	125	100.0	14.2	59.4	26.4	N/A	26.4	17.6
Disabled	57	93.0	27.7	70.2	2.1	N/A	2.1	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	182	97.8	18.3	62.7	19.0	N/A	19.0	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	182	97.8	15.8	63.3	20.9	N/A	20.9	17.6
Socio-Economic Status								
Subsidized meals	154	97.4	19.2	62.4	18.4	N/A	18.4	17.6
Full-pay meals	28	100.0	14.3	64.3	21.4	N/A	21.4	17.6

Mathematics								
All students	182	100.0	12.7	66.2	15.3	5.7	21.0	15.5
Gender								
Male	99	100.0	13.1	69.0	11.9	6.0	17.9	15.5
Female	83	100.0	12.3	63.0	19.2	5.5	24.7	15.5
Racial/Ethnic Group								
White	56	100.0	11.8	58.8	19.6	9.8	29.4	15.5
African-American	120	100.0	12.7	69.6	13.7	3.9	17.6	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	125	100.0	3.8	66.0	21.7	8.5	30.2	15.5
Disabled	57	100.0	31.4	66.7	2.0	N/A	2.0	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	182	100.0	12.7	66.2	15.3	5.7	21.0	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	182	100.0	9.8	67.1	16.8	6.3	23.1	15.5
Socio-Economic Status								
Subsidized meals	154	100.0	14.7	65.1	14.7	5.4	20.2	15.5
Full-pay meals	28	100.0	3.6	71.4	17.9	7.1	25.0	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	69	N/A	33.3	50.0	15.2	1.5	16.7
	Grade 4	49	N/A	20.5	61.4	18.2	N/A	18.2
	Grade 5	55	N/A	33.3	56.3	10.4	N/A	10.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	56	98.2	20.8	43.8	35.4	N/A	35.4
	Grade 4	66	98.5	19.6	58.9	21.4	N/A	21.4
	Grade 5	60	96.7	14.3	85.7	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2002	Grade 3	69	N/A	37.3	56.7	4.5	1.5	6.0
	Grade 4	49	N/A	17.8	51.1	20.0	11.1	31.1
	Grade 5	55	N/A	29.2	56.3	8.3	6.3	14.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	56	100.0	14.3	61.2	18.4	6.1	24.5
	Grade 4	66	100.0	10.5	68.4	10.5	10.5	21.1
	Grade 5	60	100.0	13.7	68.6	17.6	N/A	17.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 401)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.4%	Down from 8.5%	3.1%	2.4%
Attendance rate	95.5%	Down from 95.7%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	8.2%	Up from 4.7%	6.1%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	19.9%	Up from 17.0%	8.3%	8.0%
Older than usual for grade	6.0%	Up from 5.6%	2.7%	1.1%
Suspended or expelled	0.0%	Down from 1.3%	0.0%	0.0%

Teachers (n= 31)				
Teachers with advanced degrees	58.1%	Down from 58.6%	47.2%	50.0%
Continuing contract teachers	74.2%	Up from 72.4%	80.0%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	82.2%	Up from 80.6%	81.9%	86.2%
Teacher attendance rate	96.0%	Down from 96.1%	94.9%	95.3%
Average teacher salary	\$35,381	Up 1.4%	\$39,007	\$39,909
Prof. development days/teacher	N/R	N/R	13.5 days	11.4 days

School				
Principal's years at school	9.0	Up from 8.0	3.0	4.0
Student-teacher ratio	19.6 to 1	Up from 16.5 to 1	17.2 to 1	18.9 to 1
Prime instructional time	90.5%	Down from 90.6%	88.5%	89.7%
Dollars spent per pupil*	\$6,701	Up 19.5%	\$6,389	\$5,892
Percent spent on teacher salaries*	58.7%	Down from 64.3%	65.8%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	81.9%	Up from 80.3%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Cherryvale Elementary School has completed another great year. We have seen continued modest growth in test scores as well as parental involvement and service learning. We have been excited to be in all areas of our remodeled building. Our student, parent and staff pride has soared.

Many of our students have taken the opportunity to attend our extended school day each morning. During this time, teachers provide enrichment activities to reinforce and challenge their learning. Parent participation in our new Parent Resource Center has grown as our parents are becoming partners in their child's education.

This past year we underwent the five-year Southern Association of Colleges and Schools accreditation process. This is required to continue our accredited status. During this process members from our Title I, School Renewal, and Site Based Planning Committees worked with the staff to review school programs and the best practices to ensure that our students are receiving quality education in an environment that fosters growth while providing students and parents with a sense of community. We are very pleased to have received accreditation from the Association.

As with all schools, this year our greatest barrier has been state funding. As the Legislators continue to cut funds to the district, class sizes have increased greatly. This will have a great impact on instruction with less individual time available to students experiencing difficulty. Discipline will also become a factor to deal with. As students lose personal space, discipline problems increase, creating a loss of instructional time as well. In our attempt overcome the problem, we will ask for greater parent and community support to work with us as mentors and tutors. We know that success can continue when we all work together to make a difference.

Delores Ardis, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.